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Management Training

for Supervisors and Staff Officers

Unit 5 How to Train Employees

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You cannot teach a man anything;

You can only help him to find it within himself.

Galileo

UNIT 5

HOW TO TRAIN EMPLOYEES

OBJECTIVES

- (1) To understand the importance of training.
- (2) To understand the supervisor's responsibility for training employees.
- (3) To determine training needs.
- (4) To understand principles of learning.
- (5) To understand effective training methods and how to use them.
- (6) To evaluate effectiveness of training.

IMPORTANCE OF TRAINING

Training is the process of aiding employees to gain effectiveness in their work.

Employee training is the process of aiding employees to gain effectiveness in their present or future work, through development of appropriate habits of thought and action, skills, knowledge, and attitudes.

It is not a process that is turned off and on like a faucet.

It goes on continually.

It may be planned or accidental.

It may be fast or slow.

It may be effective or ineffective.

Training can be planned and guided so that it will increase the effectiveness of the organization. A training program is the planned sequence of actions taken by an organization to develop its employees.

Training applies to all employees on all levels of the organization.

In the definition of training, "employee" refers to everyone, on every level, who is employed in the work of the organization.

The employee must
do the learning.

The word "aiding" was carefully chosen in the definition of training to imply that training is a two-way process. The organization can plan a program to develop "skills, knowledge, and attitudes," but only the employee can do the learning.

Training is not something that can be pumped or injected into employees; it requires their interested response and active participation.

The employee must be properly motivated. He must see the need for the training and realize the benefits that will come from it.

The objective of training is to help the employee develop himself.

The primary purpose of training is to provide an opportunity for the individual employee to develop himself.

The objectives of training are:

1. To develop efficiency in his present job.
2. To qualify himself for increased responsibility.
3. Develop himself to function with a minimum of supervision.

Training is important
to SCS.

The vital responsibility of the SCS can only be fulfilled with qualified and well trained personnel. Although the new employee may come into the organization proficient in the technical aspects of his job, he must be initiated into the SCS procedures, precedents, practices and policies before he can contribute effectively to the operation of the organizational team. He must understand where his special talents fit into the Service program.

Training is important
to the organizational
unit.

The organizational unit is responsible for production. To meet goals and standards, employees must be adequately trained in the necessary technical skills and have developed proper attitudes, which will allow them to function as an efficient team.

Training is important
to the employee.

The employee must understand that training is an activity for mutual benefit of the Service, the organizational unit, and himself.

Proper training is important to an employee because it will:

1. Enable him to quickly find his place in the organizational unit.
2. Insure satisfaction in his work.
3. Develop his ability to accept greater responsibility.
4. Strengthen his position for advancement, which in turn increases security.

Training, to be effective, must be desired by the employee.

Good training does
not cost - it pays!

Training that keeps employees operating effectively and contributes to high morale does not cost, but pays!

THE SUPERVISOR'S RESPONSIBILITY FOR TRAINING

The supervisor is administratively responsible for all training.

The responsibility for providing training opportunities rests entirely in the line organization. The supervisor is the line officer, regardless of the level of the organization, and it is his duty to see that adequate training is provided to all employees under his supervision. The responsibility for conducting training can be delegated to staff officers as occasion demands.

The supervisor has specific responsibilities.

The supervisor's responsibilities for training are as follows:

1. Determine needs of the individual and the organizational unit.
2. Plan to meet training needs.
3. Provide for carrying out the plans.
4. Evaluate effectiveness of training.

Determining training needs is a part of the supervisor's daily activity.

Determining training needs is a part of the supervisor's daily activity. It should be so closely interwoven within his activities that it is a part of his way of life. It is his job to keep his mind alert to things that can be done to maintain or improve the effectiveness of his individual employees and the organizational unit.

He should consider the following questions:

What is a need? How can needs be recognized? What is the relationship between problems and needs?

The first step in determining training needs is to recognize problems with the individual employee, or the organizational unit and determine their causes.

Definition of problems. Problems are things that become barriers to the successful achievement of the goals of the organization. They are things that are undone or go wrong that prevent smooth and effective operation.

Evidence of problems. Problems are evidenced by waste, low production, dissatisfaction of the public with service rendered; or they may be seen and felt in energy consumed by friction and misunderstanding between people who should be cooperating, but are not. Problems may be seen in buck passing and complaints.

To correct what is wrong, one must find the cause, which may be personal, or organizational. If personal, deficiencies in knowledge, skill, or attitudes may be involved, or failure to translate knowledge into satisfactory work performance.

What are needs? Needs are things that have to be learned, or done, or changed in order to overcome problems. The supervisor who is considering training must deal with the needs of people, with their present background, and their future requirements.

Training is not a
cure-all.

The first requirement for efficient training is to consider carefully what training is needed. The supervisor may begin by looking at his present employees. Even though they may be experienced, they may be only partially effective in their performance. Their deficiencies may not be remedied by training; since training is not a cure-all, however, it is quite possible that effectiveness may be increased if they were to add to their knowledge and skill, or improve their work habits and attitudes.

For the SCS to keep moving forward, the supervisor must see that training is carried on. This is necessary at all levels for the following reasons:

1. Research and experience is continually furnishing new knowledge and methods, which employees should become promptly aware of.
2. Each employee must understand changes in policies and procedures.
3. Preparing replacements:
 - a. The supervisor should ask himself the question, "How seriously

handicapped would we be if an employee suddenly resigned or became ill? A frank answer to this question may indicate a need for training. Key employees should have understudies as actors do. This may be called job fitness.

Teamwork

The supervisor is also responsible for determining training needs that will insure teamwork. A football coach cannot stop with teaching each man his position. The men must be taught to play together as a unit.

The supervisor who is interested in maintaining a high degree of teamwork will find the answer to questions like these:

1. Does each employee understand enough about the activities of other employees so that overlapping is avoided, and coordination and a free flow of work is achieved?
2. Is there room for improvement in morale of my unit?
3. Do employees understand the purposes and objectives of my unit, and the organization as a whole?
4. Is my unit free of conflict?
5. Do my employees show enthusiasm and interest in the work?
6. Do my employees represent the organization intelligently and favorably to the public?
7. Are my employees on the alert to find ways of simplifying the work?
8. Do they resist change and avoid responsibility?

Supervisor's responsibility for planning to meet needs

In planning to meet the needs of his unit, the supervisor will keep in mind that

training goes on constantly, and that there are many methods and resources available for his use.

1st step in planning. Determine the objectives of the training to be given. Be specific on what you want to accomplish. For example, it may be to improve the quality of farm plans, and reduce errors in survey notes. If possible, indicate the direction and extent to which trainee's knowledge, skills, or attitudes are to be developed.

2d step. Decide on the approach to be taken in introducing training.

A safe rule to remember: Management is not likely to approve training, other supervisors are not likely to support it, and the trainees are not likely to use it on the job, unless all of them see the training as a means of doing something they want done, in a way they think it will succeed, and without serious conflict with other demands important to them.

3d step. Organize for training. The supervisor will decide who will do the training and be sure that it is done properly and adequately. He will decide where it will be done - that is, on or off the job, individually, or in groups, etc.

4th step. Decide who is to be trained. How many employees, age, experience, general backgrounds, grade levels, training needs and interests, relationships to each other. Consider carefully how all of this is likely to affect the training.

5th step. Develop and organize the training content. Select or develop content appropriate to meet training needs. Arrange this material in coherent order for learning purposes.

6th step. Choose the training methods to be used. Use, in balanced variety, those methods that will satisfactorily achieve the desired purpose with greatest simplicity and economy.

7th step. Prepare instructional materials and make detailed arrangements. Make sure time schedules are clear to all people involved. See that all persons who are to give training are properly briefed and that they plan and prepare in advance.

8th step. Give training. Start on time. Make sure that discussions are in terms trainees can understand. Relate what is being taught to what trainees are interested in. Encourage their participation. Limit discussion periods to 1 to 1½ hours. Get trainees' and instructors', or discussion leaders' reaction and suggestions.

9th step. See that the training is evaluated. The supervisor's responsibility for training is not discharged until the training has been evaluated. He does not do training for training's sake.

Whether or not he secures the assistance of others will depend upon the training needs, method to be used, and where the training is to be done.

Training done by himself is most satisfactory

Experience in government services and industry show that the most satisfactory training relationship is the day to day contact of the employee with his supervisor.

This is a challenge for the supervisor to impart effectively the knowledge, and develop the skills and attitudes essential to the progress of the employee and organization

This does not mean, however, that he has to do all the actual training himself. He may delegate or secure the assistance of staff officers, other supervisors, or other qualified people to accomplish his training objectives. He should secure the best qualified people available.

Supervisor is responsible for evaluation of the training

The supervisor is also responsible for the production of his unit. To be worth while, training must pay its way.

Some questions he may ask:

1. Did it solve the problems or improve the situation?
2. What effect did it have upon work output?
3. What was its effect upon morale?

He must keep in mind that it is impossible to put a monetary production value on many changes that training brings about.

It requires considerable judgment on the part of the supervisor to put adequate effort into training, and yet not go beyond the point of unprofitable returns. Proper evaluation of training given will be his best guide to planning and management of the training program.

The supervisor is in
a key position.

He has the responsibility of providing the opportunity for training and motivating the employee to take advantage of it. However, he may, and in many cases should, seek assistance in determining needs, planning to meet needs, giving the training, and evaluating the training. He is both leader and worker, and the example he sets will, to a large extent, determine the effectiveness of the individual employees and the organizational unit.

DETERMINING TRAINING NEEDS

Training is effective only as it helps each individual employee to grow and develop in his proficiency. Since the needs of individuals vary, it is important that we direct our training to meet those needs. The supervisors (at any level) must analyze the needs of his employees and decide when training will help and who needs the training. In so doing, he should consult others.

There is a basic process for determining training needs.

The basic process for identifying training needs appears simple:

1. Determine the job requirement.
2. Determine the degree to which the employee is capable of meeting the standard of performance.
3. If the standard of performance cannot be met or is not being met, to the extent that these reasons involve changes in the knowledge, skills, attitudes, or behavior of employees, you have a need which training can probably help meet.

The supervisors concerned, (for example, State, Area, or Work Unit Conservationists) with the assistance of the training officer will have to judge whether training is the best way to meet the situation. The simplicity of the process is deceptive, particularly when dealing with morale and other needs that are affected by personal bias and emotional background. The determination of these needs must be made with special care, based on good information adequately interpreted and evaluated.

Some training needs are obvious, while others are obscure and difficult to define.

For general training need purposes, employees can be classified into two groups - new employees and old employees.

Consider the training needs of the new employee

Consideration should be given to his background, experience, education, and previous contacts, if any, with the SCS. Any word of

welcome, or encouragement will count much in building loyalty to the organization so necessary to effectiveness. On the other hand, any careless or unjust criticism, or any indication of dissatisfaction at how inexperienced the new employee is, may create a sore spot that will take months to heal.

The first contact
with the job is
most important.

A rule to remember: More can be done to make or break the new employee's future during his first few days than in weeks at any other time.

Perhaps the most important single moment is the greeting the supervisor gives the new employee when he reports for duty.

Objectives of introducing the new employee.

Introducing the new employee to his job should accomplish the following objectives:

1. Give the new employee a feeling that he is welcome.
2. Make sure he has a complete knowledge of the conditions of his employment.
3. Give him an understanding of the importance of working safety.
4. Give him a feeling of pride for SCS and what it stands for.
5. Make him productive as rapidly as possible. Very few, if any, new employees come to the SCS tailor made and ready to perform effectively the duties of his position.

The training of the new employee should be geared to develop more than a narrow job knowledge. The football coach would not think of putting a new player, no matter how expert, into a game without teaching him the plays and the signals. Neither can the SCS afford to bring in a person without taking steps to fit him into the group -

to teach him the signals. The supervisor must help the new employee to learn and conform to policies and regulations; to understand the function of the immediate unit and the organization as a whole. He must teach the new employee the relationship of his own work to the work of others, and become accepted as a member of the group. This material is well outlined in the SCS Orientation Manual.

Determining training
needs of older
employees

It is the responsibility of the supervisor to determine the training needs of the older employees when changes are made in assignments, changes in the character of the program, or new methods are installed, when morale problems exist, employees handle dual responsibility in absence of others, work schedules are not being met, and employees are being groomed for other responsibilities.

Job requirement minus
standard of perform-
ance equal training
need

The process of finding what training is needed has two parts:

The first is to determine the job requirements or what needs to be done. In other words, what are the specific things the employee must do if he is to accomplish his work fully and effectively. For example, the position of engineering aid may require, among other things, skill in surveying and plotting the data.

The second part of the problem is that of determining what the employee can do now. In the case of the engineering aid, we may find that he can survey and keep notes properly, but cannot do an acceptable job of plotting the data.

The difference between what the worker can do and what he should be able to do is his training need. For example, the engineering aid needs to learn how to plot survey data.

Supervisors may obtain valuable information on training needs by observing employees doing their jobs, from job descriptions, interviewing or talking to employees themselves, and from other people who work with or supervise him.

Other sources are: performance ratings, inspection reports, and accomplishment reports.

PLANNING TO MEET TRAINING NEEDS SCHEDULES

To assure that needed training is carried out, it is necessary that it be properly scheduled. Remember these steps in planning training programs. Where! When! Who! Who!

1. Where is the training to be given?
2. When will the training be given?
3. Who will be trained?
4. Who will instruct?

Where will training be given?

Fix the place or places where the training will be given. If it is to be group training, be sure that adequate space, seating, and other facilities are available. Care should be taken to be sure all equipment and materials needed are available. This may include among other things, blackboard, chalk, erasers, projectors, materials, or equipment for demonstrations and other training aids.

If the training involves one or more individuals to receive on-the-job training, the location should be carefully chosen to insure that there is adequate opportunity for the kind and amount of training needed.

When will the training be given?

The time that the training will be given must be scheduled just like any other job to be done. When time is set aside, and not interfered with, to do a specific training job, it is sure to get done. It is necessary to be realistic in scheduling time for training. It can be scheduled so that it will not interfere with regular operations.

Who will receive training?

The employees to receive training will be determined by the training needs analysis. Who will receive the training must be determined in ample time for the employee to be adequately prepared for the training. Unless the employee understands why the training is given, that it is going to benefit him, and unless he is willing to

put his effort into it, the training will not be effective. Select the trainees carefully and properly prepare them to be trained.

Who is to give the training?

The success of the training plan will largely depend upon the instructor. He must be carefully selected and adequately prepared.

Consider the qualifications of a good instructor

When making the decision of who will do the training, consider the following qualifications:

1. Attitudes toward people and his job.
2. Knowledge of subject matter.
3. Ability to use training techniques.
4. Personality.
5. Leadership.

Special Training Facilities

Training Center

Training Centers have been established in 5 parts of the United States. One of the purposes of these training centers is to help new employees develop a broad understanding of soil conservation. Supervisors can recommend that older employees attend if they will benefit by such training.

Special in-service training programs developed by SCS

SCS has over the years developed many special training programs to assist in developing employees in cooperation with the U. S. Department of Agriculture and the Civil Service Commission. We are continually developing new ones as we find needs. Some of those in operation are:

Student Trainee

Fundamentally, this is a program to recruit undergraduates in college and by work experience and training in vacation periods, plus guidance in college work, fit them for professional level work upon graduation from college.

Executive Development

Under such plans, employees not basically qualified for positions listed under the plans can be assigned to the new job and trained under a well scheduled plan so that he meets the job requirements within a scheduled time period. Completion of such a plan and certification of competency by the supervisor constitute a substitute for qualification standards.

Special Promotion Agreement

These agreements have been developed by the SCS with the Civil Service Commission to more rapidly promote many of our new technical employees within 6 months after original appointment under an intensified training plan.

Administrative Trainees

This is a plan to train new people in the administrative field under an intensified training plan so that they can accept greater responsibility in this type of work.

PRINCIPLES OF LEARNING AND TEACHING

The nature of the learning process should be understood by people responsible for training.

Definition of learning

Learning can be defined as the process of acquiring new knowledge, skills, techniques and attitudes which will enable the individual to do something he could not do before.

Learning requires activity of both instructor and trainee

Learning is essentially an active process; it is not passive absorption. When an employee fails to carry out a task as instructed, you often hear the instructor exclaim, "I told him how to do it!" We must keep in mind the fact that if the "student hasn't learned, the teacher hasn't taught." Learning requires activity of both the instructor and trainee. The instructor must tell and show; the trainee must think and do.

There are two generalized ways in which people learn.

People learn knowledge, skills, techniques, and attitudes by two general methods. (1) Repetition and (2) apprehending the principle. They are best used in combination.

The rate and retention of learning is directly proportional to how well the principle of the process to be learned is understood and how often it is repeated by the learner. Be sure each principle or step is understood, then provide frequent practice.

Pauses in the learning process are natural.

It is well to understand that people learn by jerks and spurts. Learning does not accrue in a smooth curve gradually increasing with time, but rather in steps. The psychologists call these periods where learning seems to come to a stand still, "learning plateaus." They are not ceiling, but pauses where assimilation of the matter learned take place. When a trainee catches up with himself, he will continue the progress.

People learn through the senses

People learn through the use of one or more of the five senses. It is said that 75% is learned through the sense of sight, 13% through the sense of hearing and 12% through the other three senses. People giving training must provide situations which provide the maximum use of all five senses, sight, hearing, feeling, smelling and tasting.

Lessons which appeal to the greatest number of senses will be most effective. This is the reason why training aids, demonstrations and practice is essential for effective training. Don't be caught saying, "I told him how to do it! Why did he do it wrong?"

Instead, ask yourself:

"Did I tell him?"

"Did I show him?"

"Did I let him practice?"

"Did I check and correct him?"

Three general types of learning

The employee may learn knowledge, abilities, or emotionalize controls.

1. Knowledge often designated by such terms as ideas, concepts, meanings, facts, or principles.
2. Abilities refer to mental and physical abilities, specific habits, skills, and the ability to adapt knowledge to the solution of problems.
3. Emotionalized Controls include the attitudes, appreciations, interests, ideals, and habits of conduct which are necessary to give value to learning. These controls are sometimes called appreciations.

Basic principles of learning

The following are six essential principles of successful learning:

1. Motivation. Learning is more efficient when the student is motivated properly, when he is mentally

and physically ready to learn because he knows the reason why he should learn.

2. Objective. Learning is more efficient when the student knows exactly what he is to learn and what is expected of him.
3. Doing. One of the most efficient ways of learning is by doing.
4. Realism. The more realistic the learning situations, the more efficient the learning.
5. Background. A student acquires learning by building upon what he already knows.
6. Appreciation. The learning process is not complete until the learner has acquired the attitudes, appreciations, interest, ideals, and habits of conduct which cause him to apply his knowledge in the desired direction to accomplish the mission.

Motivation

Basic concept! Knowledge, abilities, or an attitude can only be learned when there is present a feeling that the knowledge, ability, or attitude will help to satisfy a want of the learner.

Some ways in which the supervisor or instructor can provide proper motivation are as follows:

1. Show a Need. It cannot be assumed that employees will recognize the importance of learning the lessons presented in a training program. Many important things may seem unrelated to conservation work when he first hears of them. Instruction must include valid reasons for learning and an explanation of how the things taught will be used.
2. Develop an Intent to Learn. Before instruction is presented, the employee must be made to realize that he is

responsible for learning. It is not enough that people are physically present for training. They must be mentally prepared to learn the material to be presented. The instructor must check the progress frequently and insist that each employee apply himself.

3. Maintain interest. Interest is essential if the employee's attention is to be secured and maintained. The use of personal force and enthusiasm, examples, and illustrations will help keep interest high. The more interesting subject matter on the job can be made for the employees, the more readily they will learn it. If the supervisor or instructor lacks interest and enthusiasm, the employee will usually be lackadaisical.
4. Encourage Early Success. Early success is a motivating force and increases chances for further learning. An individual's success tends to drive him to further effort and additional successes. For the normal person, achievement brings a certain amount of pleasure and satisfaction, and stimulates him to greater activity. During the early stages of a training program, instructors should have students work at some worth while activity that is planned so that the students can complete it successfully.
5. Give Recognition and Credit. Give recognition and credit which provide strong incentives for learning. Employees desire, and have a right to expect, credit for work well done. Instructors must mention the good points of students' work and not dwell entirely on their mistakes. Start with favorable comments, then lead into suggestions for improvement.

6. Avoid Feelings and Emotional Responses Which Interfere with Efficient Learning. Feelings affect learning. Employees who are angry, resentful, embarrassed, frightened, or otherwise emotionally upset, think about the source of their disturbance rather than the subject being taught.
7. Use competition. Friendly competition stimulates learning. Americans are known for the competitive spirit with which they enter into all types of activities. The desire for social approval, and the desire for the personal satisfaction to be derived from doing something better than it has been done in the past, are strong motives which should be given intelligent guidance by instructors.

Competition with one's own past record is one of the healthiest forms of competition. Instructors should encourage students to compete against and improve upon their previous records.

Friendly competition between two or more groups or teams brings about efficient learning. Group competition adds interest, encourages wholehearted participation, and affords valuable training in cooperativeness. If at all possible, one group should be pitted against another, rather than one individual against another.

Objective

Learning is more efficient when the employee has known objectives toward which he may direct his learning efforts. He must know the objectives of each phase of his training, how each part fits into the overall training plan, and how the training plan prepares him for the job. Bit-by-bit learning, without an understanding of how it fits together, is difficult and wasteful.

We learn more by doing

Instruction must take advantage of the fact that we learn more of the things we do than those we hear, read, or see.

This principle is applied to the informational phase of a subject, by the instructor providing opportunities for student activity - thinking, talking, writing, demonstrating and problem solving.

The acquisition of the ability to perform the many activities of an SCS technician or other employee requires that the learner experience each activity. Verbal directions, demonstrations and various other forms of instruction help the learning process; but actually doing, repeated until proficiency is attained is essential to complete the learning.

There is no learning without learning to do!

Realism

This principle requires constant consideration by the instructor to insure that learning activities in training approximate the situations in actual practice. Each lesson, or main point of a lesson, should be subjected to the test of these questions:

1. Is this the way this material will be used in actual practice?
Instructors must check their instruction to see that the material presented is realistic from the standpoint of its field application. However, during the introductory phases of instruction in a subject, the desire for realism should not be allowed to obscure learning. Realistic obstacles should be introduced into practical work after a trainee has mastered basic principles and techniques.
2. Is the presentation realistic as far as the level of the trainee is concerned? Instruction beyond student comprehension is unrealistic; however, relatively difficult subject matter can be presented to classes of different levels if it is adapted to their specific needs and is explained in clear language. Instructors can make their instruction more realistic to the student by using such personal references as "Here's what this means to you," or "You will use this in this way."

Background

Learning is based on experience; new experiences are interpreted on the basis of past experience. An uncivilized native, seeing an airplane for the first time, may call it a "strange bird" because that describes the new object in the light of things familiar to him.

1. By applying this principle, instructors can explain many new things by using illustrations drawn from the past experience of students and relating these past experiences to the new material.
2. Since the past experience of all students is not the same, they do not all attach exactly the same meaning to an explanation. Instructors must select and present illustrations carefully so that all students will get the desired meanings.
3. Instructors apply this principle in the instruction to a lesson by reviewing previous instruction. This helps students to recall what they have learned previously. What has been learned in previous lessons makes up the students' background or past experience for the lessons to be presented. Instructors should consider the state of training of students, make reference to lessons already learned, and use these lessons as a foundation for their presentations.

Appreciation

Learning is complete only when the learner has acquired the attitudes, appreciations, interests, ideals, and habits of conduct which will enable him to apply correctly the things learned. This statement is of such importance that it should be considered a fundamental principle for the guidance of instructors.

The instructor must not only concern himself with the teaching of skills and information which contribute directly to his lesson objectives; he must also be alert to the development of correct appreciations and attitudes which determine how effectively the trainee will apply the knowledge and abilities he has acquired in the training program.

This principle emphasizes the fact that the instructor's real, ultimate task is to train men, not merely to teach subject matter.

To apply this principle in his teaching, the instructor must be alert to every facet of the student's development.

1. He must recognize that his men learn many things from his instruction in addition to the material presented. He must set a good example; he must have a positive attitude in his instruction.
2. Students are quick to pattern their reactions to the attitude of the instructor.
3. The instructor must refrain from making incidental remarks and voicing personal opinions that do not contribute to the desired student attitude.

Proper appreciations are the results of good instruction.

Summary

The learning of knowledge, skills, and emotional controls are governed by principles. To be most effective all training programs require the application of these principles of learning; motivation, doing, realism, background, and appreciation.

EFFECTIVE TRAINING METHODS

There are many effective methods and resources available for training purposes. Each, if properly used and carefully selected to fit the particular situation, is effective. Following are some of these methods and resources:

Methods and Resources

1. On-the-job activities
 - a. Coaching by supervisor or co-workers
 - b. Observation
 - c. Delegation
 - d. Training details, lateral or upstairs
 - e. Leading conferences
 - f. Instructing others
2. Broadened in-service experience
 - a. Guided experience
 - b. Job rotation
 - c. Special committee or staff assignments
 - d. Understudy
 - e. Participation in policy development and work planning
 - f. Filling in for associates
3. In-service group training
 - a. Orientation
 - b. Management and supervisory development
 - c. Professional training programs
 - d. Skills training courses
 - e. Conference, seminar, staff meetings
 - f. Tours, field trips, workshops

4. Professional activities

- a. Membership and participation in professional societies
- b. Attendance and participation in outside conferences, conventions, workshops
- c. Reading

5. Outside training

- a. School, college or university program
- b. Correspondence courses
- c. Inter-agency programs
- d. Army instructor training programs

Some of these methods and resources will be discussed in more detail.

Regardless of the method of instruction used in the training process, there are five steps to success. They are:

- 1. Preparation - plan
 - a. Instructor
 - b. Learner
- 2. Presentation - tell and show
- 3. Application - do
- 4. Examination - check up on performance by examination or observation
- 5. Discussion - review - clear up trainee's questions - correct mistakes

These steps, coupled with the application of the principles of learning, are most certain to produce desirable results.

Training the individual on-the-job

The most satisfactory training situation is the day to day, on-the-job, association of trainees with the instructor. It is in this situation

where it is possible for the instructor to concentrate his attention and personal enthusiasm for the development of the trainee.

The job should be outlined to the trainee a step at a time. When the objective of each step is fully understood by the trainee, the process should be explained and demonstrated. The instructor should then allow the trainee to practice until he becomes competent. The instructor should check up frequently during the period of practice. He should observe the mistakes and poor working habits and correct them. Care should be taken to avoid getting the trainee working on too many steps of the job at one time, or the trainee may become confused and frustrated. Begin with the easy task, and as they are mastered, proceed to the more difficult part of the job. Avoid being too technical.

The instructor must be willing to take the time to work with the trainee as needed and answer questions when they arise.

Group training methods

Employees can be brought together to learn about their jobs in a number of ways.

While in training they can hear lectures, attend seminar, attend workshops, attend and take part in various kinds of conferences. They can look at visual aids, take part in demonstrations, study problems, as in case studies and have activity in role playing. Regardless of the method used to make the presentation, it is the content that is of first importance.

The conference method

A conference is an organized group discussion. It is a meeting with an agenda or set goals. The purpose is to give information or to solve a problem through interchange of ideas or information among the members.

Conferences occur both in work situations, and as a training medium.

The free discussion type of conference is an effective training method when properly directed

The training conference takes two general forms. It may be "free" discussion. In this situation, the participants are free to explore the subject or problem. The conference leader does no directing, he supplies little information on the subject. His role

is one of stimulating discussion and participation. He gives general guidance to keep the discussion on the agreed topic. This method causes the trainees to think through the problem as topic under discussion. It trains them to function as social beings and to be good conferees. This type of conference is not meant for giving information; but for the building of leadership, problem solving, and understanding human relations problems.

The directed conference method is designed to give information with a maximum participation.

The training conference may take the form of a "directed conference." Here each point of the subject to be covered is planned in advance, and the conference leader directs the discussion to cover each point. This method is designed to give information with a maximum participation to the trainees. Discussion is invited, but it is restricted to certain items and the conference leader is forearmed with the answer he wants, and if it is not forthcoming, he provides the answer.

He usually will follow a time table and will limit the discussion on each point of the general topic. He will direct the discussion by asking thought provoking questions. Conference leaders generally plan to ask from 15 to 25 questions per hour.

The weakness of this type of conference is that it may tend to become a disguised lecture, with the leader doing most of the talking and the participation rather artificial.

Regardless of the type of conference, the leader must be prepared, and must accomplish the following:

1. State the objective clearly, and in such a manner as to arouse interest and start discussion.
2. Keep the discussion moving, stay on the subject, and see that everyone takes part.
3. Bring out friendly differences of opinion, and let the group settle who is right, not try to settle it himself.

4. Summarize and review frequently during discussion.
5. Summarize final conclusions, and either write them on the black-board, or have them taken down to be handed out later.

Training conferences require careful preparation and planning.

The lecture method

We all know what a lecture is - just plain talk. Most of us have been brought up on the lecture. From the time of those straight-from-the-shoulder talks by father, to the get-out-and-beat-that-record talks by the boss.

In the training setting, lectures are planned, and prepared oral presentations. They may be given by members of the training group, specialists, supervisors, or guest speakers.

Usually they are supplemented by a discussion or question and answer period.

Lectures can be an effective training method when supported by adequate visual aids, such as charts, slides, mock ups and demonstrations.

The lecture is effective in explaining policy or other predetermined information. However, they are not suitable where participation or problem solving is desired.

Many people in the training field consider the lecture for only large groups, where participation is necessarily limited. Under such conditions, the instructor should use training aids as charts, models and demonstration liberally to hold interest and convey his message. He should not try to cover more than 3 to 5 main points during one lecture period. It is wise to encourage note taking or hand out a summary of the main points at the close.

The lecture is a successful method of presenting information if it is well illustrated, activity is provided (mental and physical), and presented with enthusiasm.

The seminar as a
training method

This is where a group of individuals are brought together to discuss one or more subjects. They are usually managed by an instructor or supervisor; however, the discussion leader will usually be a member of the group, who has a reasonable understanding of the subject. All members of the group should participate freely with questions, experiences, and facts pertaining to the subject. This training method is especially adapted to keeping the more experienced employees abreast with their technical or administrative fields. It gives them an opportunity to exchange information and experience.

The seminar is adapted to relatively small groups, numbering from 5 to 20.

Workshop

The workshop is a successful way to introduce a large number of employees to new practices, new techniques, and new kinds of equipment. It is primarily a motivation tool to get employees to accept and use new practices, techniques, and equipment by giving him first hand experience of seeing and using them.

The workshop differs from the usual in-service meeting in that the maximum emphasis is put upon doing and seeing with less upon talking and hearing. The workshop should include demonstrations, displays, and opportunities for the group to practice and use. The workshop usually entails a great deal of preparation and is usually not justified for small groups.

In selecting the
training method,
apply the rule of
economy.

Use that technique which achieves the desired objective with greatest simplicity and the least expense.

Use to the maximum extent possible, the productive job situation as the prime instrument of instruction. Encourage self-development for "he learns best who seeks to know."

Training aids are
tools.

Training aids are tools used to facilitate learning. They take many forms, such as charts, pictures, mock ups, films, slides, and equipment or materials pertinent to the information being taught.

Use training aids because they:

1. Appeal to the senses.
2. Interest the learner.
3. Develop understanding.
4. Save time.

They say things that words can't express.

Characteristics of
a good training aid

1. Clear. A good training aid should be clear and accurate. Its message should be simple, direct, and pointed. It should not try to say too much. A good aid should be legible, in terms of design, size, contrast and color. Use color.
2. Compelling. It should attract attention, spark trainee reaction, and should stick.
3. Should be easy to use. It should be selected for the person who is to use it, in light of his experience and surroundings. The aid must be manageable and easily transported.
4. Appropriate. The training aid should fit the need and not be used for the sake of the aid alone. Its form should be determined by its use, taking into consideration the number of times it will be used.
5. Worth the cost. A good training aid must be worth cost. It should fit the budget in both time and money.

A word of caution

Don't expect a training aid to do something that the particular device is not able to do.

Aids are tools, not magic. No training device can stand alone. Nor can they take the place of practice. Properly used, they can become valuable tools for learning. Following are 10 rules for the proper use of training aids:

1. Select the appropriate aid.
2. Prepare for use of the aid.
3. Explain aid to the class.
4. Keep aids covered when not in use.
5. Show so all can see.
6. Do not obstruct students' view.
7. Talk to the class, not to the aid.
8. Use a pointer.
9. Use assistants to best advantage.
10. Display aids smoothly.

Effective use of training aids require skill which comes through careful preparation and practice.

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